## Respond to the Issue for Part 4:

# Roles and Responsibilities in a Globalizing World

In each of the last five chapters, you have been exploring aspects of the Main Issue for Part 4: ***To what extent should you, as a citizen, respond to globalization?*** Sometimes it helps to practise fulfilling a responsibility before you decide how much more responsibility you would like to accept. So, in this project, you will consider the issues by working in a team to respond to globalization within your school or community.

## Planning

### Discuss Possible Strategies

Join with two students with whom you can work effectively. Informally discuss how you, a group of high school students, might demonstrate responsible global citizenship in your community. Think about ideas that would help address opportunities and challenges of globalization within your community. Below are a few ideas to get you going. Review Part 4 as well as other sections of the text for further ideas. Don't make a decision; just talk about the possibilities. Assign one student to write down your ideas. If you experience any conflict on your team, refer to the Skill Path for Chapter 19 on pages 410–413.

**Possible Ways to Address a Challenge or Opportunity of Globalization**

- Standing up for the rights of an official language minority
- Supporting local artists in their effort to market their goods internationally
- Campaigning to encourage the community to "buy direct" from independent farmers (for example, via the Fair Trade Coffee movement)
- Addressing immigration issues
- Supporting local ranchers or farmers
- Campaigning for a local solution to garbage problems
- Initiating a recycling program
- Supporting local workers who have lost jobs because of trade sanctions (for example, laid-off employees of a lumber mill)

### Brainstorm Community Resources

Conduct a brainstorming session to identify people in the community who may have a stake in building a society of active global citizens. These individuals may be of great assistance in helping you to decide on and achieve a goal.

At the centre of a large piece of paper, write the words "Stakeholders in Creating a Community of Active Citizens." As you brainstorm, create three strands stemming from the centre circle. Each strand can represent stakeholders from organizations, governments, or businesses. Consider individuals who have positions of power to influence others, parent groups, teachers, school trustees, employers, the media, sports associations, and so on.

## Retrieval: Consult with Your Community

Assign to each team member one strand of your web (individuals, organizations, governments, or businesses). Find out the names of specific stakeholders who would be good contact people. For example, if the local residential association is on your list, find out the name of the Chair. Each team member should contact one stakeholder to arrange an interview.

Prepare your questions. A few sample questions are given at right. To prepare for your interview, role-play the question-and-answer session. During the interview, take notes. Use the interview to find out what your interviewee thinks about some of your group's ideas.

**Possible Interview Questions**

- What problems do you see in your community that have resulted from globalization?
- What are your ideas about what a small group of senior high school students could do to address some of the problems within our community?
- What are your ideas about what makes an active citizen?
- What could you do to help us practise being active citizens in our community?

## Processing

### Organize your Findings

Organize the information gathered during the *retrieving* phase. As a team, prepare a chart listing the ideas and the potential contribution of the various stakeholders. Put this on chart paper so that each team member can explain what you learned, using the chart as a prompt. To help you evaluate the points of view, see the Skill Path on pages 359–361.

### Synthesize Ideas and Resources to Set a Realistic Goal

Now look back at your team's original ideas. Do they match one or more of the ideas coming from the community? Are there one or more stakeholders who might offer resources to help you achieve your goal? For example, the public relations officer in a local plant and the local shopping mall manager may both like the idea of attempting to increase the level of education that young people attain in your community. The public relations officer may be able to offer funds to buy poster board, while the mall manager may be able to authorize the display of posters intended to encourage students to complete their high school education. With a higher education, the young people in your community will be better placed to take on the jobs created in our global economy.

**Questions Your Plan Should Answer**

- What is your goal?
- How will it address an opportunity or challenge of globalization?
- How will you accomplish it?
- Who will be responsible for what?
- When will each step be completed?
- What criteria will you use to determine if you are on track for reaching your goal?

## Creating and Realizing an Action Plan

As a team, democratically decide on one action you will carry out to respond to globalization in your school or community. You can refer to the Skill Path on pages 385–386 to use a challenge wall to decide on an action. Alternatively, you can use a SWOT analysis to choose a course of action, using the Skill Path on pages 318–319. Write up your plan. In it, answer the questions at right. Post a copy of your action plan for display on a classroom wall. Celebrate when tasks are achieved.

## Sharing: Publicize Your Accomplishments

Report back to the community stakeholders that you interviewed—the individuals, organizations, government representatives, and business owners. Write to thank them and let them know what you accomplished. Write up your experiences for publication in your school and community newsletters, newspapers, blogs, or websites.

### Evaluating

Submit for evaluation your List of Possible Ideas, Concept Web of Possible Community Resources, Findings Chart, Action Plan, and documentation showing how you have publicized your act of active global citizenship, or how you will do so in future.

University of Alberta Pandas soccer player Laura Matemisz, a fourth-year science student, hammers a nail through a shingle during a shed-building competition to kick off Habitat for Humanity Edmonton's Women Build 2006 at the University in Edmonton on Wednesday, September 7, 2005. Six Panda's teams competed against each other to build sheds that will be sold. The proceeds will benefit Habitat for Humanity. Why is it that teams can sometimes accomplish a lot more than an individual can? What action will your team take to respond to globalization?

## Reflecting

*Reflect on your accomplishments:*

- How would you approach the task differently next time?
- Did meeting your goal make you feel more like an active global citizen?
- How did you feel about working with a team for the benefit of your community?
- Do you think you will take action as an active global citizen in future?

As a class, suggest ways that you might extend your efforts to respond to globalization beyond your own community.

*Reflect on the Main Issue for Part 4:*

You have now explored many ways of responding as an active global citizen to the opportunities and challenges of globalization. Discuss the Main Issue for Part 4: ***To what extent should you, as a citizen, respond to globalization?***

*Reflect on the Key Issue for this course:*

Through this book, you have explored four Main Issues to aid you in considering the Key Issue for this course: ***To what extent should we embrace globalization?*** You have seen that globalization provides opportunities to varying degrees to some people. You have also seen that globalization offers challenges to varying degrees to some people. So, your answer to this question cannot be simple. Consider your own experience and knowledge of globalization. Consider the perspectives and experiences of others. You now have the tools and the knowledge to give an informed answer to this question. Hold a class discussion to consider this Key Issue.